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ABSTRACT

There are two parts to this curriculum development project. Project A is briefly described here as the development resource book, at an adult level, to serve as a primary source of information for teachers concerning the views and feelings of Indians and Metis peoples in modern society. A teacher's guide, curriculum unit and multimedia kit will be developed in Project B for use with students in the age range 10 through 12. The suggested intended learning outcomes and inquiry techniques are: 1) to give students a knowledge of Indian/Metis contributions to the world and Canada; 2) to reduce stereotypic and prejudicial thinking through role playing, simulation games, and discussion; 3) to assist in the realization of differences between people by investigating color, language, religion, customs, and cultural conflict; 4) to encourage active participation by using group study and individual open-ended study materials; and 5) to develop knowledge of Indian/Metis history by providing factual information and encouraging the reading of novels and other materials. The project has been able to focus on the most relevant materials by using a survey of literature presented here on prejudice, discrimination, and attitude change. A very brief outline of the content of the kit is given along with a project progress report. (Author/SBE)

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INDIAN / METIS PROJECT

MANITOBA

June, 1971.

Western Curriculum Project on Canada Studies

ED055016

PROJECT MEMBERS

Project A . . . . . A Resource Book for Teachers

D. Bruce Sealey, Associate Professor, University of Manitoba
Miss Verna J. Kirkness, Director of Education, Manitoba Indian Brotherhood
Dr. Dave Courchene, President, Manitoba Indian Brotherhood
Antoine Lussier, Student, Faculty of Education, University of Manitoba
Dr. Ahab Spence, Director of Cultural Affairs, Manitoba Indian Brotherhood
Joe Keeper, Community Development Officer, Manitoba Government
Earl Duncan, Alcohol Foundation of Manitoba
George Munroe, Director, Indian Metis Friendship Centre, Winnipeg
Jim Wemigwams, Student, Keewatin Community College, The Pas, Manitoba

Project 'A' is Completed

Project B . . . . A Teacher's Handbook, a Curriculum Unit and Multi-Media Curriculum Kit

D. Bruce Sealey, Associate Professor, Faculty of Education, University of Manitoba.

Allan Thiessen, Counsellor, St. Vital S.D. #6, St. Vital 8, Manitoba.

Phil Altman, Teacher, St. Vital S.D. #6, St. Vital 8, Manitoba.

Mrs. Flora Zaharia, Teacher, Winnipeg S.D. #1, Winnipeg, Manitoba.

Consultants

Mrs. Margaret Sealey, Games Specialist, St. Vital 8, Manitoba.
Miss Verna J. Kirkness, Director of Education, Manitoba Indian Brotherhood
Dr. T. Morrison (Sociology) Faculty of Education, University of Manitoba
Dr. H. May (Curriculum) Faculty of Education, University of Manitoba
Prof. E. Allen (Psychologist) University of Winnipeg

Project 'B' is Presently Being Developed

INDIAN METIS PROJECT

PROJECT A

Project A consisted of a resource book, at an adult level, to serve as a primary source of information concerning the views and feeling of Indians and Metis peoples in modern society. Its purpose is to give teachers knowledge and insights concerning Indian and Metis peoples in order to better utilize the teachers' handbook, curriculum unit and multi media kit to be developed in Project B. The resource book was written by Indian and Metis people. Recognizing the importance of the affective domain in terms of teacher preparation, the book deliberately avoids a stylized outpouring of information. Teachers are presented with several viewpoints and are left to consider the implications of these points of view in relation to their responsibilities for their personal views as a Canadian citizens, teachers, and curriculum developers. The authors avoided preparing a long list of "study questions" which would lead the reader towards someone else's preconceived ideas. In short, it assumes the teacher-reader to be an intelligent person who will consider the viewpoints expressed and make use of those ideas applicable to individual problems in a classroom situation.

The table of contents and description of the authors of the resource book follows:

THE AUTHORS

D. BRUCE SEALEY: Co-editor of the book, Bruce Sealey is an Associate Professor at the Faculty of Education, University of Manitoba, where he deals with the preparation of teachers going to Indian and Metis communities. A former teacher, principal and consultant to the Manitoba Department of Education, he is a member of the Manitoba Metis Federation and is chairman of its Education Committee.

VERNA J. KIRKNESS: Co-editor of the book, Verna Kirkness is presently consultant to the Manitoba Department of Education on cross-cultural education as it pertains to Indian and Metis students. A former teacher, principal, counsellor and supervisor, she represents the new type of Indian -- one who has competed successfully in the dominant society.

DR. DAVE COURCHENE: President of the Manitoba Indian Brotherhood, one of the most progressive provincial Indian organizations in Canada, Dave Courchene is one of the most influential Indian leaders. Although cognizant of the injustices of the past, his practical and realistic approach to the solution of modern problems has made his counsel sought and respected by all groups in Canadian society.

DR. AHAB SPENCE: Teacher, minister and former Head, Cultural Branch of the Department of Indian Affairs and Northern Development, Dr. Spence is once again resident of his native province and works with the Manitoba Indian Brotherhood. Dr. Spence examines the question of culture conflict with wisdom and compassion.

JOE KEEPER: A distinguished Metis from Norway House and a survivor of the residential school system, Joe Keeper is a Community Development officer who has travelled widely and observed the problems of Indian and Metis people in every area of Manitoba. His knowledge of Cree and Saulteaux has allowed him to become involved in a very intimate manner with the problems plaguing Indians and Metis.

ANTOINE S. LUSSIER: A student in the Faculty of Education at the University of Manitoba, his major studies in the academic field have been in the area of history with particular reference to the role of the Metis in Western Canada. As a French-speaking Metis, Tony represents the ever declining number of Bois Brules who look with pride upon their Indian background and wish to keep alive the concept of the "New Nation".

EARL DUNCAN: Presently with the Alcoholism Foundation of Manitoba in Winnipeg, Mr. Duncan works as a rehabilitation counsellor among his own people both in the city and in outlying communities. He was formerly a Court Worker with the Indian and Metis Friendship Centre in Winnipeg. He discusses with understanding and concern the ever popular but poorly understood topic of - Indians and Alcohol.

GEORGE MUNROE: As Executive Director of the Indian Metis Friendship Centre in Winnipeg, George is well qualified to express the frustrations and anger native people feel concerning prejudice and discrimination.

JIM WEMIGWANS: A Saskatchewan Indian, Jim is presently a student at the Keewatin Community College at The Pas, Manitoba. His questions concerning language pinpoints a continuing problem of native people.

PROJECT B

A Teacher's Guide, Curriculum Unit and Multi-Media Kit will be developed for use with students in the age range 10 - 12. The materials are intended to develop positive attitudes concerning people of native ancestry. Time expended on such a curriculum unit would be 4 - 6 weeks. Materials will be of such a nature that this time could be compressed or expanded according to the wishes of the individual teacher. The materials will be of such a nature to assist the teacher who feels unsure of herself in this area and will provide direction for both group and individual student work. An inquiry oriented learning approach will predominate.

RATIONALE

Traditional Social Studies programs in elementary schools give little recognition to the contribution of the Indian/Metis peoples to the Canadian culture and heritage. All minority groups tend to be treated in a similar manner. Social Studies programs tend to ignore most minority groups but with Indian/Metis people considerable stress is put on the negative aspects. When derogatory remarks are made concerning native peoples, books rarely indicate that such remarks reflect a clash of cultures in which different environments, religions, mores and world views conflict, only non-Indian views are recorded and thus generations of students, White and Indian, have grown up with only a knowledge of negative aspects of Indian and Metis. The results of generations raised in this manner have been disastrous. Indian/Metis people tend to lack an adequate self concept and often feel inferior to White people. White people tend to say that native people should be respected as a group and as individuals. As a group, however, as Whites have little knowledge of positive aspects of native peoples, it is impossible for them to find much to respect. The respect an individual should be granted is often difficult to develop because of attitudes held towards the group.

As more and more native peoples leave isolated reserves and Metis settlements to live in large urban centres the problem becomes intensified. The inadequate self concept of many native peoples is a hindrance to them when they must compete with White people. The White person is handicapped by the stereotypes of native peoples which the educational system and the mass media have inculcated in him. This in turn affects their attitudes toward native peoples and tends to re-inforce the inadequate self-concept

of the native.

Such misunderstandings must be overcome if Whites and native peoples are to live together as citizens of Canada. If action is not taken there can be little doubt that Canada will in the future be wracked by the same agony of racial discord we are accustomed to seeing in the United States. In an effort to break the unfortunate cycle of misunderstanding in this area the Indian/Metis project was undertaken.

RELATED READINGS AND RESEARCH FINDINGS

Mr. Kevin Van Camp, a graduate student of the Faculty of Education, was engaged to survey literature relating to prejudice, discrimination and attitude change. Although no report can indicate the value, this survey enabled the project members to focus their efforts upon materials most relevant to the work being planned. The results of Mr. Van Camp's survey follows:

PREJUDICE AND DISCRIMINATION

GORDON W. ALLPORT, THE NATURE OF PREJUDICE

1954 Doubleday & Co. Inc., Garden City, New York.

A definitive work on all aspects of prejudice. Defines degrees of prejudice; antilocution, avoidance, discrimination, physical attack and extermination; and the phenomena of attitude and belief formation. The normality of prejudgment in terms of human groups and categorization of human groups as a prelude to prejudice are handled. The formation of in-group and the characteristics of same precedes a discussion of the rejection of out-groups and the forms thereof. The first section of the book is closed with a look at the patterns and extent of prejudice in its forms and on a demographic basis.

The second major portion of the book studies group differences and the relation of them to prejudice. Differences are analyzed scientifically, on racial and ethnic basis and from the position of visibility and strangeness. The section is closed by a comprehensive discussion of the character traits which develop out of victimization. That is, largely, the defence mechanisms used by prejudiced groups and their results.

The next major section leads the reader to think through group differences and in the process explodes many stereotypic concepts the reader may hold. Initially, the discussion is of the cognitive process and the development

of the elements of prejudice through the thought processes. Secondly, a brief look at the linguistic aspects of prejudice development is appropriate and to the point. A complete discussion of stereotyping and its relation to prejudice is included. The section is closed with material on the theories of prejudice and an analyzation of each one.

The fourth area is concerned with the sociocultural factors of prejudice. Initially the writer explores the structure of society and its cultural pattern. Each aspect of these phenomena is related to prejudice. A thorough examination of scapegoats follows; specifically development and examples. The section is closed with a look at contact as a method of resolution of prejudice; each type of contact is analyzed in terms of its effect.

The fifth grouping examines the acquisition of prejudice. The aspects considered are; conforming, child development, later learning (conditioning), and personal inner conflict. This section is perhaps the most important to an adequate grasp of the concept of prejudice.

The next four chapters discuss the dynamics of prejudice, including a section in which frustration, aggression, hatred, anxiety, sex guilt and finally projection, are investigated. The reader is given much material with which to probe the various aspects of prejudice.

The second last section thoroughly surveys the character structure of man and its relation to the discussion at hand. Initially, the formation of the prejudiced personality is reviewed. The next two chapters contrast the demagogic and tolerant personalities. Finally, the author surveys the various aspects of religion and its relation to prejudice.

In summary, Allport evaluates methods of reducing group tension and thus prejudice. He examines legislation, research, education, therapy, retraining, and mass media, in relation to problems of prejudice.

JAMES A. BANKS, WILLIAM W. JOYCE, ed., <u>TEACHING SOCIAL STUDIES TO CULTURALLY DIFFERENT CHILDREN</u>

1971 Addison-Wesley Pub. Co., Reading, Mass. p.396

Contains fifty (50) articles on aspects of the culturally different. The central focus is on the Negro situation. "The Causes of Prejudice", by J. A. Banks p.16-25, "The Development of Racial Bias", by J. K. Morland, p.25-33, "Children's Perceptions of Their Teacher's Feelings Toward Them

Related to Self Perception, School Achievement and Behavior", by Davidson and Lang p. 113-118 are recommended as basic material.

NANCY OESTREICH LURIE, " A SUGGESTED HYPOTHESIS FOR THE STUDY OF INDIAN DRINKING "

A most interesting article which suggests a new 'raison d'être' for the stereotypic Indian drunk. The article does not give basic theory on stereotypes but rather explains one and then proceeds to analyze it.

The following two pamphlets are produced for students and are well worth reading as examples of this type of production.

1. "Let's Look at Prejudice and Discrimination", Department of the Secretary of State, Ottawa, 1970.
2. Bruno Bettelheim, "Overcoming Prejudice", Science Research Assoc., Chicago, 1953.

FRANK RIESSMAN, THE CULTURALLY DEPRIVED CHILD
1967 Harper & Row, New York

Although the whole book is well worth reading, the third chapter, p. 16-25, is particular to the concept of prejudice. Reissman discusses the discriminatory aspects of the teacher-student relationship in deprived areas.

ARTHUR J. MANSKE, "THE REFLECTION OF TEACHERS' ATTITUDES IN THE ATTITUDES OF THEIR PUPILS"

1936 Teachers College, Columbia University, N.Y.

Although the entire study (67 pages) is worth reading, the initial chapter (p.1-15) is particularly valuable. It discusses attitudes and the factors involved in their change in terms of studies previous to this one. The material serves well as a simple overview of the topic.

MILTON ROKEACH, THE OPEN AND CLOSED MIND
1960, Basic Books, Inc., New York

The initial two parts of the book and the discussion of open and closed belief systems was found to be particularly useful. Part five of the book is also relevant to the topic at hand, in that it contains articles on value change, development of belief systems through childhood experience and dogmatism. Rokeach's text, for the psychologically oriented is excellent in terms of attitude change.

ATTITUDES

PAUL F. SECORD, CARL W. BACHMAN, SOCIAL PSYCHOLOGY
1964 McGraw-Hill, New York

This is a basic social psychology text covering many aspects of the science. Two chapters (three and four, p. 97-164) deal with attitudes and attitude change. A brief synopsis of the material covered follows.

Initially, the nature of attitudes is conveyed with its three components; affective, cognitive and behavioral. The hypothetical nature of attitudes is discussed. Following the nature, the two basic methods of attitude measurement (scale and free response) are discussed.

Four major theories of attitude organization are discussed at some length. They are; Festinger-Dissonance Theory, (felt by many to be the most significant; it will receive special emphasis later), Rosenberg and Ableson-Extension of Heider, Katz and Stotland-Theory of Attitude Change, and Kelman-Three Process Theory.

The fourth chapter is concerned with the processes of attitude change. The initial perusal is that of the communicator, his credibility, and his influence on the effectiveness of communication. The second focus is on fear-arousing appeals, again from an effectiveness standpoint.

The reception of a communication from the standpoint of its organization is outlined. The order of presentation of communications follows, succeeded by types of communication.

The next section deals with the relation of commitment to attitude change. The discussion centres around dissonance.

The last two chapters are relatively forthright and contain accurate summations and conclusions.

T. W. COSTELLO, SELDON S. ZALKIND, PSYCHOLOGY IN ADMINISTRATION
1963 Prentice-Hall, New Jersey

A series of readings in social psychology, this book devotes one large section (Part Five, p. 245-330) to attitudes and attitude change. The first consideration is given to the nature of attitudes. L. Katz in "The Functional Approach to the Study of Attitudes", uses the four categories of adjustive, ego-defensive, ego-evalutive, and knowledge serving to discuss the functions of attitudes. The authors then discuss the causal fac-

tors of attitude development.

Katz is again relied upon to cover the modification of attitudes. He differentiates attitude arousal and attitude change, then discusses each in terms of his categories mentioned above. The third section deals with the condition facilitating attitude change. Lieberman examines the effects of role changes on the occupants. The authors examine peer influences, legislated changes, cognitive input change and situational changes.

Problems of attitude change and guidelines constitute the next section. Leon Festinger contributes methods of reducing dissonance in terms of inducement, commitment, choice of information and individual differences. He closes with eleven guidelines to facilitate change.

MILTON ROKEACH, "DEFINITION OF ATTITUDE," in SOCIAL PSYCHOLOGY: READINGS AND PERSPECTIVES, Ed. E. F. Borgatta
1969 Rand McNally & Co., Chicago. p. 404-411

This short article by Rokeach is a concise and complete outline of the concept. He defines attitudes and beliefs, and draws a distinction between them. He discusses the organizational aspects of attitudes - then handles the concept in terms of predisposed and preferential responses.

ELLIOT ARONSON, "DISSONANCE THEORY: PROGRESS AND PROBLEMS"
READINGS AND PERSPECTIVES, Ed. E. F. Borgatta
1969 Rand McNally & Co., Chicago. p. 443-463

A critical analysis of Festinger's dissonance theory concept of attitudes. Aronson begins by discussing the research done on the theory, then looks at the dissonance rising out of decision-making and effort. Psychological inconsistency is the next focus followed by the methodological problems in the study of social psychology and dissonance.

He analyzes whether dissonance theory is nothing but a new name for old knowledge. He then outlines the problem that there may be more than one way to reduce dissonance in any given situation. The next section is a comparative analyses of dissonance theory and reward-incentive theory.

Aronson closes with a look at the effect on dissonance of underlying cognition (pre-commitment), the importance of self and the fact that man cannot live by consonance alone. He concludes that dissonance theory is not proven, yet seems to grant it much relevance in his writing.

E. P. HOLLANDER, R. G. HUNT, Ed., CURRENT PERSPECTIVES IN SOCIAL PSYCHOLOGY, Oxford University Press, New York.

1967

The editors collect several articles and combine them with comments in a section of their book devoted to attitudes and cognition. They write a general introduction to the articles which are as follows:

DANIEL KATZ, "THE FUNCTIONAL APPROACH TO THE STUDY OF ATTITUDES"

He begins with a review of the conflict of the two to the additional approaches (irrational vs. rational) to the development of attitudes. Secondly he provides a reconciliation of the conflict with a functional approach.

Katz outlines the nature of attitudes in terms of their diversions. The four function of attitudes mentioned previously (Costello and Zalkind) are discussed in more detail. He concludes with a perusal of the determinants of arousal and attitude change.

LEON FESTINGER, "AN INTRODUCTION TO THE THEORY OF DISSONANCE"

An excerpt from Festinger's book (reviewed later), this article is Chapter 1.

MILTON ROKEACH, "THE ORGANIZATION AND MODIFICATION OF BELIEFS"

Rokeach fully discusses the concept of beliefs. The article provides the reader with a background which enables further differentiation between beliefs and attitudes.

THEODORE M. NESCOMB, "PERSISTENCE AND REGRESSION OF CHANGED ATTITUDES: LONG RANGE STUDIES"

The author conveys the social connection in persistent attitudes. He studies the political attitudes of a group he had tested twenty years before. He concludes that attitudes persist by the selection of a supportive environment socially.

MUZOFER SHERIF AND CARL I. HOVLAND, "JUDGMENTAL PROCESSES AND PROBLEMS OF ATTITUDE"

The writers begin with a brief look at the traditional approaches to attitude and change. A discussion of the relevance of judgment processes

to attitude problems follows. They differentiate the judgment processes into discrimination, placement and acceptance-rejection. There are motivational and learning factors relevant to item placement which are put forward. The article closes with a look at psychological reference scales and the stimulus conditions during their formation.

The following six texts are available in libraries at the University of Manitoba. They are complete works by some of the authors cited earlier. They are recommended reading for a complete picture of attitudes.

LEON FESTINGER, A THEORY OF COGNITIVE DISSONANCE

1957 Stanford University Press, California. 286p.

The complete work on Festinger's Dissonance Theory.

THEODORE M. NEWCOMB, PERSONALITY AND SOCIAL CHANGE

Holt, Rinehart and Winston, New York. 170p.

A study approach using quantitative data and individual studies.

SHERIF, SHERIF, and NEBERGALL, ATTITUDE AND ATTITUDE CHANGE

1965 W. R. Saunders Co., Philadelphia, 246p.

Social judgment involvement approach; that is discrimination between two or more alternatives.

CHESTER A. INSKO, THEORIES OF ATTITUDE CHANGE

1967 Appleton-Century-Crofts, New York. 370p.

An analysis of fifteen prominent theories of attitude change. In each case the theory and research is presented and then evaluated. Allows good comparison of the major theories.

KIESLER, COLLINS, MILLER, ATTITUDE CHANGE

1969 John Wiley & Sons Inc., New York. 370p.

Another critical analysis of major attitude change theories. The theories are grouped; stimulus-response and behavioristic, consistency, dissonance, social judgment and functional theories. The major models are assessed in each case.

JAHODA, WARREN, ed., ATTITUDES

1966 Penguin Books, Baltimore

A book of selected readings on attitudes and attitude change. A good review if one has read the classic books in this field.

The following four texts are some of the most recently published in the field of social psychology. They contain the latest material available, but have not yet been given detailed study by project members.

SCHELLENBERG AND MACDONALD, ed., SELECTED READINGS AND PROJECTS IN SOCIAL PSYCHOLOGY
1971 Random House

LAMBERT AND WEISBROD, COMPARATIVE PERSPECTIVES ON SOCIAL PSYCHOLOGY
1971 Little-Brown & Co.

LEIGH MARLOWE, SOCIAL PSYCHOLOGY
1971 Holbrook Press

KEISLER, TOPICS IN SOCIAL PSYCHOLOGY
1971 Addison-Wesley

SUMMARY

Project members have not yet completed their detailed examination of the literature and research findings in this area. Inasmuch as Project B team was not formed until February, 1971, they are now at the stage most other teams were a year ago.

* INTENDED LEARNING OUTCOMES

1. To give students a knowledge of Indian/Metis contributions to the world by:
   a) investigating the contributions of people of native ancestry to the world in such areas as agriculture, personal adornment, clothing, language and customs.
   b) investigating the influence of people of native ancestry in cultural mosaic of Canada.

2. To help the child to reduce stereotypic and prejudicial thinking in respect to Indian/Metis peoples by:
   a) role playing
   b) simulation games
   c) reading and discussing specially written materials which pose problems of native/White conflicts appropriate to children of this age.

3. To assist the child in realizing that there are many differences among people within groupings of people by:
   a) investigating the reasons of differences among groups of people in such aspects as: color, language, religion, customs.

4. To encourage the child to be an active participant in the learning process in the school by:
   a) developing materials suitable for group study
   b) developing materials suitable for individual study
   c) developing materials suitable for group and individual investigation
   d) developing materials which are open-ended and assist children formulating individual conclusions from objective data.

5. To give the child a knowledge of Indian/Metis history by:
   a) providing the student with basic and factual information concerning the history of Indian/Metis peoples.
   b) focussing on key periods of Indian/Metis/White history and allowing the children to consider the different points of view possible.
   c) encouraging the child to read novels and other materials which reveal the affective aspect of history.

* The intended learning outcomes are quite general at this stage of the project and subject to change as a model for attitude change is developed.

CONTENT BEING CONSIDERED FOR A MULTI-MEDIA KIT

1. Teacher's Guide Book - philosophy, rationale, ideas and suggestions for use of the materials.
2. The Multi-Media Kit
   - slides - Manigatogan & Winnipeg (contrastive)
   - filmstrips (- A day in the life of a child at Manigatogan
     (- A day in the life of a child in Winnipeg

     perhaps combined
     (- Workers in Manigatogan
     (- Workers in Winnipeg

     (- Faces of Manigatogan
     (- Faces of Winnipeg

     (- Recreation in Manigatogan
     (- Recreation in Winnipeg

     - Houses, etc.
   - transparencies illustrating various ideas
   - games to teach about Indian/Metis
   - tapes of music
   - tapes of voices
   - interviews with people
   - research cards - perhaps 30 - 35
     - questions posed re Indian/Metis allowing for individual research by class members.
   - stories - fiction, factual, slide sets, film strips, tapes to which children would refer in finding answers to research cards.
   - quiz, tests, examples of contracts for individual research from books, community, etc.
   - traditional Indian games
   - bibliography of books and materials

Examples of Research Cards:

- Contributions of Indians in various areas
- bibliographical questions
- maps
- languages
- wild rice
- trapping
- fishing
- lumbering
- crafts
- periods of history
- man adapting to his environment
- music
- art
- legends
- stories about Indians/Metis
- reviewing films, etc.
- interviewing Indian/Metis

TRANSFERABILITY OF CURRICULUM MATERIALS

Transferability of the curriculum materials can be thought of in three ways:

1. The multi-media kit developed could be used by any teacher who wished to modify the attitudes of White children towards Indian/Metis peoples. Although part of the materials will be specific to an area of Manitoba it could be used as a sample study. Much of the material will be of a general nature and relevant to a wide variety of Canadian settings.

2. The multi-media kit materials will enhance the self concept of Indian/Metis children whether in an isolated settlement or an integrated school.

3. The multi-media kit could serve as a model to classroom teachers. Any classroom teacher, school staff or local school area could use the model to develop a similar kit specific to their area, school or classroom.

Note: Project A, A Resource Book, is the only part of the total project which is beyond the capabilities of a classroom teacher to develop.

PROGRESS TO DATE

Project A has been completed. A new team, with different skills and knowledge, has now been formed to develop actual curriculum materials. This second team, Project B, has been at work since February 15, 1971, and, other than reading widely, reflecting and making initial studies in Winnipeg and Wanipigow-Manigatogan, has developed little in curriculum materials. The second team is now at the stage most other project teams were in September of 1970.

Tentative plans for pre-testing and post-testing of children in the pilot classes have been developed in co-operation with the Research Branch of the Manitoba Department of Education.

BUDGET JULY 1, 1971 - JUNE 30, 1972

1.	General	
	- Photography supplies, processing and duplicating (including slides, filmstrips and film loops for 20 multi-media kits)	$1500.00
	- Travel and living expenses at Wanipigow - Manigatogan for team members	600.00
	- Interpreters' fees	240.00
	- Recording music at Long Plains, Peguis and Fort Alexander Reserves (living and travel expenses)	300.00
2.	Games development and duplication	500.00
3.	Transparencies and duplication	200.00
4.	Substitute fees for released time St. Vital S.D. #6	2000.00
5.	Consultants' fees - Dr. Morrison, Dr. May, Prof. S. Allan, M. L. Sealey and V. J. Kirkness	600.00
6.	January Workshop (2 days) - In-service training of five teachers in pilot classes (including release time and expenses)	700.00
7.	March Workshop - In-Service training of 10 teachers in a second group of pilot classes (includes release time for pilot teachers & expenses)	1400.00
	TOTAL	$ 8040.00

NOTE: Release time for Mrs. Flora Zaharia of Winnipeg S.D. #1 (estimated at $2000.00) will be paid by the Education Division of Indian Affairs and Northern Development, Manitoba Region.

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